

A C CORCORAN ELEMENTARY

8585 Vistavia Drive
North Charleston, SC 29406

GRADES	PK-6 Elementary School	
ENROLLMENT	496 Students	
PRINCIPAL	Kenneth Plaster	843-764-2218
SUPERINTENDENT	Dr. Maria L. Goodloe	843-937-6319
BOARD CHAIR	Ms. Nancy Cook	843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	36	57	4	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes

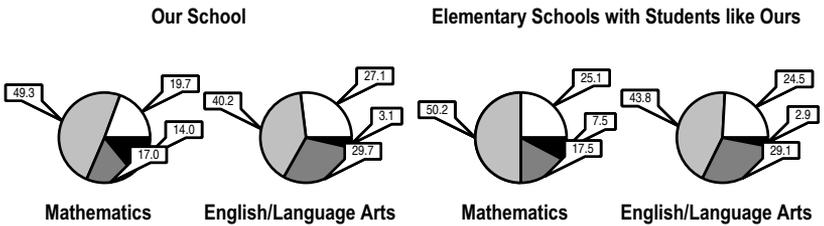
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located. 67.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	264	100.0	26.6	39.5	29.2	4.7	45.5	Yes	Yes
Gender									
Male	118	100.0	29.8	39.4	24.0	6.7	38.5		
Female	146	100.0	24.0	39.5	33.3	3.1	51.2		
Racial/Ethnic Group									
White	76	100.0	13.2	36.8	42.6	7.4	60.3	Yes	Yes
African-American	177	100.0	33.1	42.2	21.4	3.2	37.0	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	232	100.0	24.3	40.8	31.6	3.4	48.5		
Disabled	32	100.0	44.4	29.6	11.1	14.8	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	264	100.0	26.6	39.5	29.2	4.7	45.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	100.0	26.5	40.3	28.3	4.9	44.7		
Socio-Economic Status									
Subsidized meals	194	100.0	32.0	39.4	24.6	4.0	40.0	Yes	Yes
Full-pay meals	70	100.0	10.3	39.7	43.1	6.9	62.1		

Mathematics - State Performance Objective = 15.5%									
All Students	264	100.0	19.3	48.5	18.0	14.2	49.4	Yes	Yes
Gender									
Male	118	100.0	23.1	44.2	17.3	15.4	49.0		
Female	146	100.0	16.3	51.9	18.6	13.2	49.6		
Racial/Ethnic Group									
White	76	100.0	4.4	42.6	25.0	27.9	70.6	Yes	Yes
African-American	177	100.0	27.3	51.3	14.3	7.1	37.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	232	100.0	16.5	50.0	18.0	15.5	50.5		
Disabled	32	100.0	40.7	37.0	18.5	3.7	40.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	264	100.0	19.3	48.5	18.0	14.2	49.4		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	100.0	19.9	48.2	17.7	14.2	48.7		
Socio-Economic Status									
Subsidized meals	194	100.0	24.0	49.7	16.6	9.7	41.1	Yes	Yes
Full-pay meals	70	100.0	5.2	44.8	22.4	27.6	74.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>	
English/Language Arts								
2003	Grade 3	78	97.4	18.6	42.9	34.3	4.3	38.6
	Grade 4	68	100.0	45.5	34.5	20.0	N/A	20.0
	Grade 5	67	98.5	39.3	41.1	19.6	N/A	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	26.4	37.5	33.3	2.8	36.1
	Grade 4	72	100.0	18.2	40.9	39.4	1.5	40.9
	Grade 5	60	100.0	37.5	44.6	16.1	1.8	17.9
	Grade 6	57	100.0	27.8	42.6	24.1	5.6	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	78	98.7	14.3	54.3	17.1	14.3	31.4
	Grade 4	68	100.0	30.9	34.5	23.6	10.9	34.5
	Grade 5	67	98.5	33.9	44.6	17.9	3.6	21.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	11.1	66.7	16.7	5.6	22.2
	Grade 4	72	100.0	12.1	40.9	18.2	28.8	47.0
	Grade 5	60	100.0	35.7	48.2	7.1	8.9	16.1
	Grade 6	57	100.0	27.8	40.7	22.2	9.3	31.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 496)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.9%	Up from 0.4%	3.4%	2.7%
Attendance rate	95.4%	Up from 94.2%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		3.6%	3.5%
Eligible for gifted and talented	13.1%	Up from 11.7%	10.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 6.5%	9.2%	8.2%
Older than usual for grade	1.6%	Down from 11.2%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	36.8%	Up from 29.4%	46.9%	51.4%
Continuing contract teachers	84.2%	Up from 82.4%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	78.4%	Up from 75.6%	86.8%	86.7%
Teacher attendance rate	94.3%	Down from 94.4%	94.7%	94.9%
Average teacher salary	\$36,713	Up 5.4%	\$39,920	\$40,760
Prof. development days/teacher	14.4 days	No change	13.2 days	12.4 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.7 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.3%	Up from 86.8%	89.5%	90.0%
Dollars spent per pupil*	\$5,047	Up 12.9%	\$6,057	\$6,044
Percent of expenditures for teacher salaries*	68.9%	Up from 67.8%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This report card is presented annually to give the parents, community, and interested citizens the status of A. C. Corcoran Elementary School. The report is designed to give the reader a snapshot of the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use the information to develop strategic plans for improvement. With the Charleston County School District's theme, "Achieving Performance Excellence" (APEX) as the backdrop, the mission at A. C. Corcoran is to provide instruction that will enable students to reach their potential. The professional staff continues to strive to reduce the number of students scoring below basic in reading and mathematics on the PACT by 10% each year. Strategies are used to increase the number of students scoring proficient and advanced.

The test results indicate that improvements are being made towards achieving the stated goals. During the 2003-04 school year, additional resources were used to help students raise their scores to proficient and advanced.

During the past year, teachers received ongoing training in strategies to help students with their writing. Our professional staff continues to receive training that enhances their skills and maintains the momentum of commitment to enable all students to reach their full academic potential.

John Walter, SIC President
Kenneth R. Plaster, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	54	14
Percent satisfied with learning environment	72.5%	48.1%	85.7%
Percent satisfied with social and physical environment	59.0%	52.8%	71.4%
Percent satisfied with home-school relations	32.5%	77.8%	50.0%

*Only students at the highest elementary school grade level at this school and their parents were included.